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ABSTRACT

The need to acknowledge and overcome classroom problems arising by students' difficult behavior is the central issue addressed in this book. The aim of the articles presented is to consider ways in which both student and teacher achievements in the resolution of challenging behavior can be encouraged, supported, and valued. A major emphasis is given to the need to assert a professional response in the area of educational support for children whose behavior may be provocative but whose needs for high-quality planned intervention are as great as many others with more "acceptable" special educational needs. Divided into two parts, the book describes effective practical approaches that have been developed by schools and support services. Chapters contain discussions of the organization of support services, the ways parents and schools can work together, methods for behavior support in mainstream primary and secondary schools, and whole school approaches to building better behavior, as well as specific techniques for coping with challenging students. The book suggests that teachers need opportunities to develop skills where appropriate; for reassurance that, despite possible slow and painful progress, they are doing the best they can; and to have their beliefs challenged where appropriate, together with support and guidance to assist them in making a professional response. All but one of the articles include references. (AA)

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